



---

# BOTTISHAM VILLAGE COLLEGE

---

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

THIS POLICY WAS APPROVED:	UNDER CONSULTATION
THIS POLICY WILL BE REVIEWED:	SUMMER 2024
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	PSHE CO-ORDINATOR/ ASSISTANT PRINCIPAL

1. Context.....	3
1.1 RSE in our school .....	3
1.2 Context of Wider PSHE .....	3
1.3 Aims of RSE .....	3
2. Implementing Our Policy .....	4
2.1 Inclusion .....	4
2.2 Equality.....	5
2.3 Safeguarding .....	6
2.4 Consulting on our Policy - NOT YET OCCURRED .....	6
2.5 Development of the Policy .....	6
3. Involving the Whole School Community .....	7
3.1 Working with Staff .....	7
3.2 Engaging with Students .....	7
3.3 Working with Governors.....	8
3.4 Communicating with Parents/carers.....	9
4. Curriculum Organisation.....	9
4.1 Teaching Methodologies.....	11
4.2 Curriculum Materials and Resources .....	11
4.3 Safe and Effective Practice.....	12
4.4 Assessment, Recording, Reporting.....	13
5. Sex Education.....	13
5.1 Our Definition of Sex Education.....	14
5.2 Delivery of the areas defined as 'Sex Education' .....	14
5.3 Right to be excused from Sex Education .....	14
6. Monitoring, Review and Evaluation.....	15
7. Appendices .....	15
7.1 Our RSE Curriculum .....	15
7.2 Linked National Documents .....	18
7.3 Our Charter: Working Together in RSE.....	19

# 1. Context

This RSE Policy must be read in conjunction with our PSHE Policy.

## 1.1 RSE in our school

At Bottisham Village College, RSE enables young people to learn about the emotional, social and physical aspects of their lives. They learn about themselves and their relationships. RSE enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on- and offline. RSE enables young people to explore their own attitudes and those of others respectfully.

RSE makes a major contribution to fulfilling our school's ethos to be a healthy, happy community whose members support each other to thrive. Diversity is celebrated and difference is cherished; all must feel safe, confident and secure.

## 1.2 Context of Wider PSHE

We deliver RSE as part of our wider provision of Personal, Social, Health Education (PSHE), which also includes statutory Health Education. Other areas of our work, such as teaching about fundamental British Values through SMSC, are also relevant to our teaching in RSE.

The aims of RSE are further supported by interventions and enrichment activities we provide such as our pastoral support provision, developing as a healthy school, and social skills interventions.

We understand that our school environment must complement our RSE curriculum provision in order for it to positively affect students' behaviour and attitudes. We endeavour to ensure that all adults in schools act as positive role models for our students. All will take steps to ensure that our responses to all behaviours based on disrespect, ignorance, prejudice, fear or hatred and associated behaviour issues are addressed consistently, in line with our Behaviour Policy and Anti-bullying Policy. We may carry out activities to improve or reflect on our school environment in relation to the experience of students, using pupil voice groups and other evidence generated by students.

## 1.3 Aims of RSE

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every pupil, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for RSE. We seek to enable our students to:

- develop interpersonal and communication skills to support them when relationships are good or when they are difficult
- develop and explore personal values and a moral framework to guide decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences

- promote equality and respect in their own peer groups, both on- and offline, reducing prejudice and challenging stereotypes and harassment
- develop skills for healthy relationships based on mutual respect, trust and positive communication
- have a confident understanding of human biology and reproduction
- understand the role of sex in intimate relationships and strategies for considering readiness for sex
- be prepared for puberty, understand the emotional, physical and social effects of adolescent development and to support others
- develop the attitudes and skills needed to understand their sexuality, sustain healthy intimate relationships, should they choose them, and maintain their sexual health
- explore the positive implications of new technologies for relationships and understand safety and privacy
- develop critical, media literacy skills, enabling them to reflect on relationships and sex portrayed in the media, including in pornography
- recognise and avoid exploitative, coercive and controlling relationships, including intimate relationships
- explore and confidently discuss issues and develop skills associated with consent in different relationships
- explore their own values and attitudes towards gender identity and sexuality
- explore their own values and attitudes towards behaviours based on disrespect, ignorance, fear, prejudice or hatred
- value, care for and respect their own bodies
- understand about safer sex, including contraception and the prevention of STIs, for people of different sexualities
- have the skills and knowledge to access advice and support from local and national services, on- and offline.

## **2. Implementing Our Policy**

### **2.1 Inclusion**

In relation to those with special educational needs or disability, we ensure our RSE programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We understand that students with SEND have as much right to receive the whole RSE curriculum as other students. We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviours and understand private/public boundaries
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

## 2.2 Equality

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole and specifically through our RSE provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of RSE is not only equally accessible and inclusive for all students or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that RSE meets the needs of all:

- We will reflect a range of lifestyles and family structures, in PSHE lessons and beyond, so that all pupils see themselves and their families reflected back in the lesson content.
- We will teach about RSE themes in a way which is relevant to all, using examples of people with different sexualities, gender identities, lifestyles, cultures and faith backgrounds.
- We will ensure that the law in relation to, for example, equality, marriage, sexuality, gender identity, online behaviours and sexual harassment and violence, are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure students see their family views reflected back in the lessons.
- We will not seek to gain consensus, but will respectfully listen, accept and celebrate difference and enable students to develop skills to do the same.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible. We will offer single-sex groups where cultural or religious views make students and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary students will be taken into account when making a decision about grouping.
- All adults in school will encourage respect and discourage abusive and exploitative relationships of any sort.
- We will not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on the three main areas of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World', as well as other areas of our Citizenship Curriculum.

## 2.3 Safeguarding

We understand the importance of high quality RSE as we fulfil our statutory safeguarding duties. RSE enables students to understand about mutual, consensual and reciprocated relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Healthy Relationships and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in 'Keeping Children Safe in Education) to prevent 'peer-on-peer' abuse.

In the case of RSE, we recognise that effective teaching may alert students to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Teaching RSE supports us in fulfilling our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

## 2.4 Consulting on our Policy

Due to the COVID situation, consultation for the RSE policy with parents took place through an open invite for parents and carers to respond with feedback about the draft RSE policy. A letter dated 15 July was sent to parents which included the following paragraph.

### **“Relationships and Sex Education Consultation**

The Department for Education has announced changes to the RSE curriculum. These changes will come into effect from September 2021 and all schools will be required to comply with the updated requirements. We have reviewed our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

We would like to consult parents on this policy so if, having read it, you have any questions, concerns or comments, then could you kindly email [enquiries@bottishamvc.org](mailto:enquiries@bottishamvc.org) in the first instance, putting RSE draft policy as the subject heading. The policy can be found on our website or by following the link .... “

Following this invite for feedback, the policy went to governors for approval. In addition, governors received a presentation about the PSHE Curriculum aims and intent, and how the PSHE curriculum has been redeveloped.

Further consultation with parents/carers and students will be carried out when the policy is reviewed, which happens at least every 3 years.

## **3. Involving the Whole School Community**

### **3.1 Working with Staff**

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their statutory duties connected with safeguarding, teaching statutory content, equality and inclusion.

Teachers responsible for delivering RSE have a duty to deliver statutory areas of the curriculum and will be supported to develop their skills and knowledge in delivering content. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of RSE. We will also encourage the sharing of good practice. We may also use team-teaching/shadowing to develop confidence.

Those with leadership responsibility for the development of RSE will be offered opportunities to consult with advisors and attend external training courses.

### **3.2 Engaging with Students**

We will use a variety of teaching methods relevant to the needs of our students in RSE. We will use the outline assessment below in the initial stages of planning our Curriculum. Throughout, students will consider the skills they need to develop and sustain healthy relationships, including intimate relationships, both on- and offline. They will consider the physical aspects of intimate relationships, their emotions and how to manage them, and social aspects, such as positive and negative influences from friends.

#### KEY STAGE 3 - AGE 11-14

Typical concerns of students of this age include puberty and hormones and how they will be affected by them, alongside concerns relating to 'normal' physical development. They will be encountering physical changes associated with puberty and often want reliable information about these and to consider how they affect their self-image, body image and relationships.

Students are often interested to learn more about pregnancy and associated choices.

They are often interested to explore the nature of sexual attraction and love

They are often considering how people make decisions about whether they are interested in sex, whether they want sex and whether to delay their first sexual encounters. They will be interested in the levels of sexual activity amongst their own and older peers. (In Cambridgeshire only 2% of Y8 say they have ever had sex (HRBS 2018))

They will be likely to be exposed to information about sex from a range of sources and will need support in exploring ways to assess these sources for reliability. They are often interested to explore attitudes about prejudice and will want to develop skills to challenge prejudice based on gender identity, sexuality or sexual orientation.

#### KEY STAGE 4 - AGE 14-16

Many students will wish to revisit themes addressed earlier, but in new detail as their experiences broaden. They are likely to need to think more about consensual relationships and what this means for communication and behaviour.

Most young people in this age group will not have had sex; most wait until they are older than 16. (In Cambs only 13% of Y10 say they have ever had sex (HRBS 2018))

They are often interested to explore ways of responding to pressure or expectation to have sex, what to expect of a partner and how to communicate and negotiate with them. They will need more information about contraception, sexual health and how to access services. All students, including those who identify as LGBT+ will need information about the positive aspects of healthy sexual relationships. They will need information about coercion and other forms of abusive relationships, including peer-on-peer abuse.

We will involve students in the evaluation and development of their RSE in ways appropriate to their age. We will seek opportunities to discuss their views about the content of their RSE lessons.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school and the county.
- We will engage students in assessment activities to establish their development needs.
- We will encourage students to ask questions as they arise by providing anonymous question opportunities.
- We will ask students to reflect on their learning and set goals for future learning.
- We will consult students (e.g. through Student Council or other student groups) about their perceptions of the strengths of our RSE programme and the areas to be further developed.
- We will ask the pastoral team for their reflections on issues presented by students asking for support.

### **3.3 Working with Governors**

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties relating to RSE policy.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the needs and views of our community.

In order to facilitate this process, the RSE Policy and delivery of RSE in the curriculum will appear annually on the governors' meeting schedule for discussion and update. The policy will be available on the school's website. A link governor for PSHE/including RSE will be nominated.

It is the role of governors to ensure that:

- students make progress in RSE in line with the expected educational outcomes
- the subject is well-led, effectively managed and well-planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.



### **3.4 Communicating with Parents/carers**

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many young people like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website and other online platforms
- Informing parents/carers by newsletter or leaflet or other means of forthcoming RSE topics
- Inviting parents to learn more about the approach used in RSE and its content
- Informing parents/carers about PSHE/RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

### **3.5 Working with External Agencies and the Wider Community**

We believe that all aspects of RSE are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students, but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator or Head of Learning, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or Head of Learning beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **4. Curriculum Organisation**

Our RSE Curriculum is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice as described by the Sex Education Forum and PSHE Association. We consider RSE to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of RSE and ensuring that their interactions with students support the RSE curriculum

RSE is learning about:

- Families
- Respectful relationships, including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

Our curriculum for PSHE does not separate delivery of RSE from Health Education and wider PSHE. We deliver content which, taking the lead from student's lived experiences and their needs, considers related themes including development of knowledge, skills and attitudes in an integrated way. The topics where RSE is a significant driver are:

- Health Relationships, including Anti-bullying
- Relationships and Sex Education
- Safety and Risk
- Rights and Responsibilities
- Identity, Diversity and Community

RSE will be taught through:

- PSHE through designated lessons, teaching by specialist teachers, tutor time, focused events, health awareness weeks, or off-timetable days
- Other curriculum areas, especially Science, English, REP, PE, Food and Nutrition, and Computing
- Enrichment activities, including, and not limited to our assembly programme, pastoral provision, support for 'vulnerable' young people, social skills groups, involvement in school trips and adventurous activities, activities carried to support wellbeing in school, student LGBT+ groups.

Specific Units of Work on RSE are planned into our teaching programme for all year groups as described in our PSHE Curriculum Topic Map.

The RSE curriculum will primarily be delivered by form tutors.

Those delivering RSE will have responsibility for assessing students' needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-Ordinator and the Head of Learning.

The PSHE Co-Ordinator is responsible for reviewing and evaluating RSE. The PSHE Co-Ordinator will report findings to the College Leadership Team and governors when required.

## 4.1 Teaching Methodologies

Our aim is for teachers to use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all RSE lessons and across the wider curriculum. Our RSE lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions students will have the opportunity to engage with, rather than banks of knowledge they will acquire.

We understand that at times students will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular students more effectively, or we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Single-Sex groups: -Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. If we use single-sex groups, we will encourage students to be part of which ever group they feel most comfortable in. We will discuss the needs of non-binary students (whose gender identity is outside the binary of boy/girl) with them when deciding on grouping arrangements.

**Group Agreements:** RSE is taught in a safe, non-judgemental environment where adults and students are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The avoidance of sharing personal information and asking personal questions
- Confidentiality
- Strategies for checking or accessing information, and identifying appropriate people with whom they may wish to share personal information/from whom they may wish to seek advice

**Distancing Techniques:** In order to protect student's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, poetry, case studies, role-play, film, theatre in education to enable students to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

## 4.2 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Secondary Personal Development Frameworks and the PSHE Association Programme of Study in our provision in RSE. We will avoid a fully 'resource-led' approach, instead focussing on the needs of the students and our planned learning objectives. We will carefully select and amend resources which meet these

objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are inclusive of LGBT+ students and provide a balanced view of sexual relationships
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the students
- appeal to adults and students
- are up-to-date in factual content and outlook
- are produced by a reputable organisation
- do not show bias e.g. towards a commercial product or religious/political view
- avoid racial, cultural, gender and sexual stereotyping
- encourage active and participative learning, developing skills and attitudes, not just giving information
- conform to the statutory requirements for RSE.

### 4.3 Safe and Effective Practice

In our school we have a clear Confidentiality Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the College website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

There are circumstances where confidentiality may be upheld e.g. there is no requirement to report disclosed sexual activity to a young person's parent/carer, although we may report it to the DSL to be sure there is no unknown underlying risk to the young person. (see Sexually Active Students – below)

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

**Answering Questions:** We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned

curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE Co-Ordinator, The College Leadership Team or the Designated Safeguarding Lead.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

**Sexually Active Students:** If a young person, especially one under 16, indicates to an adult that they are sexually active or contemplating sexual activity, we will act in the following ways:

- All young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this.
- We are not required to inform the young person's parent/carer about sexual activity, but will usually pass the information to the DSL, in case there are unknown, underlying risks to the young person.
- We will inform young people of where they can obtain confidential support and information e.g. from local sexual health services, in-school health services. We will make it clear that they do not need their parent/carer's agreement to attend these services.
- Students seeking support will be given clear information about where contraception and sexual health advice may be accessed. Students whose parents have withdrawn them from sex education will also be given this information, if they seek it.
- Careful judgements will be made by the DSL as to whether the sexual activity is a safeguarding or child protection concern.

If the pupil is 12 years old or younger, sexual activity will always be referred to the DSL.

If the staff member has any concerns that an older student's sexual relationship may be ill-informed, non-consensual, coercive or exploitative they will log a concern according to our Safeguarding Policy and refer to the DSL.

We offer guidance for all our staff to support their decisions relating to disclosure. The DSL will lead in this.

#### **4.4 Assessment, Recording, Reporting**

We have the same high expectations of the quality of pupils' work in RSE as in all other subjects. RSE will be assessed in a variety of ways, including the use of self-assessment and teacher assessment.

From time to time the PSHE Co-Ordinator will ask staff to reflect on the effectiveness of learning in particular units of work.

In some cases, key learning activities will be recorded in a PSHE book, which currently follows them through school, to show their development and progress.

## **5. Sex Education**

## 5.1 Our Definition of Sex Education

Following guidance from the DfE, we have considered the elements of our RSE curriculum from which parents may request to withdraw their child. These elements will be defined as 'sex education'.

We recognise that most students will not differentiate between Science, RSE, 'sex education' or Health Education provision. This distinction is only necessary to enable parents to enact their right to withdraw their child from what our school defines as 'sex education'.

*We are consulting during this process with parents/carers, students, governors and community members.*

As a starting point we have compared the statutory Science Curriculum with the statutory RSE curriculum and identified which topics appear in both. Any aspects of statutory RSE, appearing in the 'Intimate and Sexual Relationships' section, which are not included in Science were considered in this process.

We also took into account aspects of human sexual experience and response, sexual feelings and choices and influences relating to sexual activity which we feel are important to meet the needs of our students in addition to the statutory requirements for RSE.

As a result, these are the areas of learning from the DfE Guidance which, in our school, are defined as 'sex education':

- that there are a range of strategies for identifying and managing **sexual pressure**, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to **delay** sex or to enjoy intimacy without sex.
- that there are **choices** in relation to **pregnancy** (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

## 5.2 Delivery of the areas defined as 'Sex Education'

'Sex Education' will be delivered as part of RSE/PSHE. The content we have collectively defined as 'sex education' will not be taught as a separate subject, but it may be blocked into one theme to facilitate the right of parents to request withdrawal.

## 5.3 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of the areas we have collectively defined as 'sex education' delivered as part of statutory RSE. Before granting any such request the Principal, College Leadership Team, Head of Learning or PSHE Co-ordinator will discuss the request with parents/carers (and if appropriate with the student) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the student of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the student to receive the content we have defined as 'sex education' at school (e.g. same sex teacher, same sex teaching group).

Other compromises may be made for families with concerns outside our defined area of 'sex education' E.g. if a family prefers sexual body parts to be discussed in a single-sex group or by a same sex teacher, it may be possible, through discussion and compromise, to make arrangements for the student to receive their statutory entitlement in a single-sex group with a same-sex teacher.

We will offer support to parents/carers who wish to deliver 'sex education' content at home.

If a pupil is excused from 'sex education', we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

This decision will stand until three terms before the student turns 16. At this point, the student may request to receive 'sex education'. They will be entitled to receive the 'sex education' from which they were previously withdrawn. The school will ensure that they receive this in at least one of the three terms before their 16<sup>th</sup> birthday. We will work closely with the student to ensure that their needs are fully met.

## **6. Monitoring, Review and Evaluation**

Monitoring, review and evaluation of the Policy is the responsibility of the PSHE Co-Ordinator. Information will be gathered from the Principal, The PSHE Co-Ordinator, parents/careers and students to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it. It will next be fully reviewed in the summer term of 2024.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, data from the latest Health Related Behaviour Survey, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from 'sex education'.

## **7. Appendices**

### **7.1 Our RSE Curriculum**

The majority of learning in RSE will be delivered through the main topics of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. Within these broad areas, subtopics will include 'RSE' and 'Healthy Relationships' with key questions from the Cambridgeshire Secondary Personal Development Framework

#### *KS3 RSE 1*

What are the reasons some people want to have a partner?

Why do different people have different expectations from relationships?

What are the features of positive relationships, including partners?

How does technology affect my relationships?

Why do people decide to get married, become civil partners or form stable long-term partnerships?

Do I need any more information about my body, brain, emotions and relationships during puberty?

What are the myths and facts about masturbation?

How do I feel about my growing and changing body and why is positive body image important?  
 How is my view of my body influenced and how can I maintain a positive body image?  
 How and why does the media create artificial and idealised views of the body?  
 What do I understand by the term 'sexuality' and how do I show respect?  
 How do people show they love each other?  
 How do people feel about HIV/AIDS and what are attitudes to people who are HIV positive?  
 R-ISR  
 What is a 'sexual image', why might someone share one and what are the risks?  
 Do I understand the law about sharing sexual images of people under 18?  
 How do I feel about physical contact with my peers and others and how can I give and get enthusiastic consent?  
 Do I understand the legal age of sexual consent, marriage and civil partnerships?  
 Why and how might people apply pressure to engage in intimate or sexual activity?  
 How has my need for privacy changed? H-CAB  
 How and when do I express my rights over my own body?  
 In what ways am I responsible for my personal hygiene?  
 How does poor personal hygiene affect me and my friends?  
 What is the importance and purpose of immunisation and vaccination?  
 Which infections can be spread by sexual activity?  
 How do condoms work to prevent pregnancy and the spread of STIs?  
 Can I identify sources of reliable information about relationships, my body and intimacy?

### KS3 RSE 2

Can I communicate sensitively about making and breaking relationships?  
 What attitudes do people have towards menstruation and how can people support menstrual wellbeing?  
 How are different aspects of puberty affecting my relationships and physical and emotional wellbeing?  
 What are grooming, coercion and sexual abuse and how might they affect a person and their current and future relationships?  
 What civil and religious ceremonies and procedures mark marriage, civil partnerships and cohabitation and what is their legal status?  
 What are the responsibilities of parents and carers for teenaged children?  
 Do I understand the physical and emotional effects of sexual excitement?  
 Why do some people access pornography and does it give reliable information?  
 How can pornography affect real relationships?  
 What are the social norms of sexual activity amongst my peers and how do my perceptions influence my choices?  
 What do I understand about sexual attraction, love and trust and can I communicate about these feelings?  
 How will I know if I want or feel ready for an intimate, sexual relationship and how will I communicate about this?  
 Do I understand the physical and emotional benefits and risks of trusting, respectful, intimate relationships?  
 Which technology safety rules are of special importance in intimate relationships?  
 Do I understand that consent must always be actively sought and then freely given, without coercion, manipulation or threat, and that consent can always be withdrawn in intimate situations?  
 Which sexual behaviours pose greater risks for transmission of STIs and HIV/AIDS?  
 What are the key principles of safer sex for people of all sexualities?  
 What do I understand about different forms of contraception and their effectiveness?  
 What are the prevalence and causes of miscarriage and how do they affect people?  
 Can I identify trusted sources of support and provision of services for contraception and sexual health?



### *KS4 RSE 3*

How can I delay sexual intimacy until I am sure I am ready?  
What skills may I need to communicate confidently about intimacy, sexual relationships and contraception?  
How may mental health be affected positively and negatively by intimate relationships?  
What effects does my body image have on my choices and behaviour?  
How can I support myself and others to develop a positive body image?  
How can I identify pressure and influence to engage in intimate or sexual activity and how can I support others?  
What are characteristics of abusive/exploitative intimate relationships?  
What is domestic abuse and its consequences for families?  
What are the experiences of young parents?  
What are the experiences of families who have adopted or fostered?  
How do lifestyle choices affect fertility, reproductive health and the development of a foetus?  
How does fertility change over a lifetime?  
Why do people choose cosmetic or aesthetic procedures and what are the benefits/risks?  
How might media portrayals of sex, including pornography, influence views on gender, sexual pleasure, power, sexual norms and respect?  
What are the terms for describing different sexual and gender identities and how should we show respect?  
What are my attitudes about sexual relationships, marriage and abortion and what are the views of different faiths/cultures?  
How does the use of alcohol and drugs affect decision making and personal safety in intimate relationships?  
What are the possible features of a consensual sexual relationship?  
Do I understand the law about rape and consequences for perpetrators?  
What are honour-based violence and forced marriage, who might be at risk and how can people get support?  
How will health care professionals treat my personal information?  
What are the short and long term effects of STI's and how are they treated?  
How can good sexual health for people of all sexualities be maintained through safer sex and regular testing?  
What are the options and their possible consequences when a pregnancy is unwanted?  
Where are the local services to support me with contraception, sexual health and relationship issues and how do I access them?

### *KS3 Healthy Relationships 1*

How are my friendships and family relationships changing?  
How do strong communication skills help me to build and maintain relationships?  
How do I connect with people and what is the role of social media and technology in my relationships?  
How do my relationships impact on my self-esteem and wellbeing?  
Who is in my family and how are other families different?  
What are the qualities of positive and healthy relationships?  
What causes conflict in relationships and how do we manage this safely?  
How does my behaviour impact on the wellbeing of others?  
Can I recognise and challenge different forms of bullying, including online bullying?  
Can I recognise and challenge sexist, homophobic, biphobic, transphobic and disablist language and behaviour?  
Do I understand how peer groups may encourage or challenge bullying?  
Do I have the skills and strategies to respond to bullying and seek support where necessary for myself and others?  
What is the impact of bullying on physical and emotional wellbeing?

### *KS3 Healthy Relationships 2*

How should families, in their varied forms, support the wellbeing and happiness of all their members?  
Can I form and maintain positive relationships and recognise when negative relationships might need to change or end?  
How well equipped am I to understand others and their needs, to show respect and to value different views and beliefs?  
Can I manage the emotional aspects of relationships?  
How does social media enhance my relationships and when might it be detrimental?  
How do media portrayals of relationships reflect and influence real life?  
What are the roles and responsibilities of parent/carers and other family members?  
How might people behave in an unhealthy relationship?  
Can I recognise when others use persuasion or coercion and how might I respond?  
What are sexual harassment/violence and what impact can they have?  
How do unchallenged gender and sexual stereotypes make sexual harassment and violence more likely?  
What are the common and specific characteristics of different forms of bullying?  
What are the features of online bullying and how can I respond?  
What are my responsibilities as a bystander to bullying?  
How can we respond to bullying in the local community?

### *KS4 Healthy Relationships 3*

How are my relationships changing and what are my new roles and responsibilities within them?  
How can I identify and manage some of the influences and pressures on my relationships?  
How do I interact with people differently online or in person?  
Are some of my relationships only online and what are the nature of these?  
How successful am I in managing relationship demands from family and friends?  
What new demands will be placed on my skills to build and maintain relationships as I become more independent?  
What constitutes an unhealthy relationship and what role does the imbalance of power play?  
What is emotional and physical abuse in adult and teenage relationships and how can people respond?  
How do I select appropriate help when experiencing relationship difficulties?  
Why do people join gangs and what are the risks posed by gangs for individuals, families and communities?  
What might motivate someone to carry an offensive weapon and what are the consequences?  
Do I understand my own and others' attitudes to bullying and its impact on people's feelings and behaviour?  
Can I recognise and respond to bullying and harassment, whether I am involved or a witness?  
In what new contexts could I experience bullying as I become more independent and how could I respond?

## **7.2 Linked National Documents**

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21<sup>st</sup> Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)

### **7.3 Our Charter: Working Together in RSE**

We are all committed to working towards the implementation and development of the following entitlements.

#### **Young People are entitled to:**

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

#### **Adults working with children are entitled to:**

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their students
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

#### **Parents, carers and other adults in the community are entitled to:**

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.